



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Independence High School

Target Group: whole school

Target Group selection is based upon: all students need to get along with each other better and develop empathy

Key Word: Challenge Day

ABSTRACT

This year our counseling department wanted to focus on developing empathy in all our students and helping them learn to care about each other and have less fights, bullying, etc. We had activities throughout the year, but the biggest one was Challenge Day. Challenge Day changed the perspective of many of our students and staff. We expected the kids to care more about each other after the day, therefore reducing bullying and fights. We did see a remarkable change for a short time in the entire school. Some students kept the spirit for a longer amount of time while others went back to their regular behavior. We believe the program was well worth the time and money and will be doing it again next year. One thing we would change is to have Challenge Day early in the year and follow it with more activities to remind the students what they experienced.

PROJECT DESCRIPTION

Challenge Day is a program developed in California. The point of the program is to help create schools where students feel safe, loved, and celebrated. A team comes from California for a full day and does activities and sharing with students. At our school, we wanted all students to be able to participate, so we had the group come for three days. We knew that Challenge Day alone was not enough to make a difference, so the counseling department came up with activities before and after the day to encourage tolerance. We did a week called Mix it up week where students sit by people at lunch that they don't normally sit by. There were activities every day that helped the students meet people they didn't know. We also had a week called HOPE week. HOPE week is to create awareness about depression and suicide prevention. There are activities during lunch that help the students get to know each other and give them a chance to let each other know they care. For example, one of the activities is to write your friends a note telling them how much you appreciate them. The notes are then delivered at the end of the week. We also did various other student-planned activities throughout the year to encourage tolerance and empathy, but supporting and continuing the things done on Challenge Day was the major part of our goal.

Introduction

- Desired result for student learning – connect drsl. Students will be able to acknowledge, support, participate and lead respectfully.
- We are hoping to decrease the number of suspensions, fights, and bullying incidents.
- The CCGP student outcomes – Multicultural/Global Citizen Development – Students will be able to demonstrate a deep regard for self and others, demonstrate a personal commitment to basic democratic principle, and demonstrate a civil and considerate spirit while participating in society.

Participants

- We invited the entire school to attend the event including teachers and staff.
- All teachers participated but one.

- ??? out of about 300 students participated.

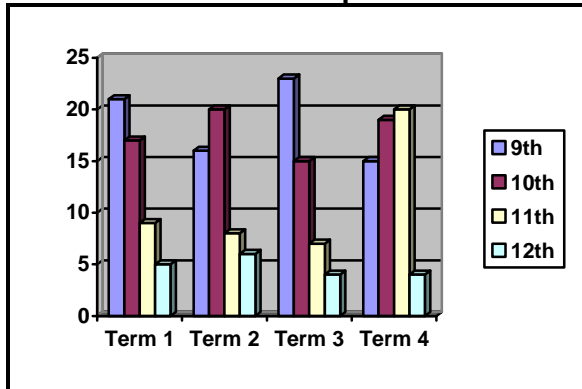
Method

- The curriculum for Challenge Day was provided by the company. They also had some ideas for before and after activities.
- The Mix it Up at lunch ideas came from Mix it Up at lunch as well as our own ideas.
- HOPE week and several of the other activities the counselors and students created.
- Challenge Day was March 19,20,and 21. We started activities in September and continued until school was out.
- Most activities occurred during lunch of the 3rd period hour.
- Evaluation methods - Pre/post test, number of suspensions due to fighting, bullying, number of ISS visits, number of fights, and subjective student involvement
- Counselors – Kristi Davis, Jenn Moxon, Fred Woolley

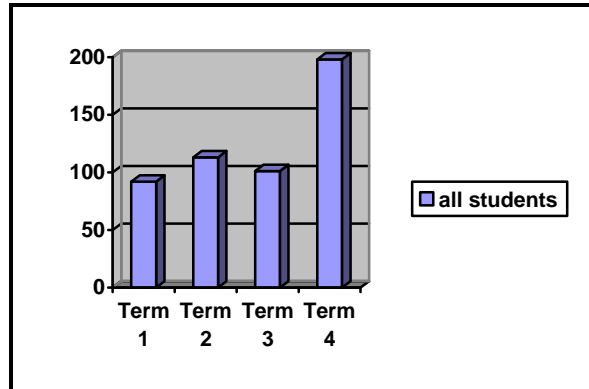
RESULTS

We expected the number of suspensions to decrease throughout the year. That was not the case. Our suspensions went up or stayed the same even after Challenge Day. The number of In School Suspensions increased as well.

Total Number of Suspensions 07-08



Number of ISS visits for all students



The number of suspensions due to fighting/bullying/intimidation were the suspensions we hoped would decrease in particular due to Challenge Day. Sadly, those numbers also increased. In term one there were 8 such suspensions. In term two there were 7, term three there were 11 and in term four there were 11.

Unfortunately, we have still not received our survey results back from Challenge Day. Once we receive those we will be able to compare before and after responses to see if students felt there was a difference. I did have several students want to go to Challenge Day a second day, so I know at least some of them felt it was beneficial.

Subjectively, we noticed several short term changes. The first few weeks after the day, there were fewer students sitting alone at lunch. Also, students were going around giving each other high fives and hugs as well as expressing appreciation for one another. On April Fools day, all the students got together in one room and hid from the teachers. It was funny and amazing. Before Challenge Day I don't think our kids would have bonded together and been that

inclusive. Also after Challenge Day more students seemed willing to resolve conflicts among themselves in an appropriate manner. They came to the counseling office to talk out the problem instead of fighting.

DISCUSSION

Although the statistics show that Challenge Day and the other activities we did throughout the year did not change the number of suspensions and ISS visits, we still feel our efforts were effective and are not willing to give up on the idea. We will do similar activities next year.

Next year we will schedule Challenge Day earlier in the year instead of towards the end of the year. Historically term four suspensions are higher. Thus we feel by doing Challenge Day earlier in the year we might see a more positive change.

We also would like to have more time for the students who participated to start implementing the program before we add new students who were not here and are unfamiliar with the program. Last year we received about 25 new students the day after Challenge Day. Next year we will plan to not have the activity at the end of the year or have some way of updating the new students so they know the program and the language.

We hope to see long term effects from Challenge Day and the other activities we did. This next year we will do it again and see if it affects the number of suspensions, ISS visits and fights. Unless we have concrete data it is hard to prove that these activities were effective.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Independence High School

Target Group: small group of students

Target Group selection is based upon: students who volunteer to be in the group along with hand picked students who need help with social skills

Key Word: Comedy club

ABSTRACT

Our new intern wanted to start a comedy club counseling group. In the group he taught the kids comedy improv skills and then related the group to life. We had a total of 17 kids participate throughout the school year. We met once a week for about 40 minutes to practice. They performed in front of the school twice during the year. The main reason we started the group was to help kids deal with life using humor. We picked several students who did not get along well with teachers and students in the hopes that we could help them change their behavior. We also hoped that if the students' behaviors changed, their grades and attendance would improve as well therefore leading to a higher graduation rate.

PROJECT DESCRIPTION

Introduction

- Desired result for student learning – more graduates.
- Intended student behavior – appropriate behavior toward teachers and other students, better grades, better attendance, on-track to graduate.

Participants

- 17 students participated in the group over a 8 month period
- Students volunteered to be in the group as well as a few students who were invited to join the group because of behavior issues

Method

- Fred Woolley led the group, Jenn Moxon, Kristi Davis, and Matt Hiatt were all involved in the group during the year.
- We started in September and finished in April.
- We met once a week for about 40 minutes.
- Fred made up the curriculum using improv skills he has learned through his other job as a improv comedian.
- We evaluated the results by comparing grades, attendance, and behavior before and after the group as well as a survey given to the kids before and after group. (Behavior was measured by the number of ISS visits and log entries from teachers.)

RESULTS

DISCUSSION